Instrument Summary

Teacher Wave 1.1

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Data Collection Overview

Respondents
Teachers in study classes. In classes with two teachers, the teacher with the higher quota is requested to fill in the forms. Teachers are asked to make sure that the respondent remains the same across waves.

Material and Setting
- Paper questionnaires were handed out to the teachers by our child-interviewers at the beginning of the interviewing week and recollected at the end of the week.
- Questionnaire material included one assessment form per study child, a class assessment form, and completion instructions.
- Questionnaire completion was mandatory for teachers in study schools.

Completion Period
28 February 2005 – 25 May 2005

Number of Completed Questionnaires
- 1350 child assessments forms
- 119 class assessment forms

Approx. Completion Time
2-3 minutes per form

Note
Instruments are listed in the same order as in the questionnaire
Social Behaviour Questionnaire (Child-Level Measure)

Source/Developer
- Richard E. Tremblay (Université de Montréal)

Description
A comprehensive assessment of the target child’s social behaviour. Focuses also on prosociality, not only on problem behaviour. As compared to the original scale the more recent version used in the z-proso study also allows assessing subtypes of aggression, such as indirect, reactive, and instrumental aggression. This measure is also repeatedly administered to parents and – in an adapted computer-based multimedia version – to the target children.

Adaptations
In the teacher version items are organised by topics/subdimensions in order to simplify completion. Some item wordings were adapted to fit the teacher’s perspective. Twelve items that were not fitting the teachers perspective were skipped.

Measured Concepts/Subdimensions
- Prosocial Behaviour
  1. Prosocial Behaviour (Helping, Empathy)
- Internalising Problem Behaviour
  2. Anxiety
  3. Depression
- Attention-Deficit and Hyperactivity Disorder (ADHD)
  4. Attention Deficit
  5. Hyperactivity
- Non-Aggressive Externalising Problem Behaviour
  6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)
  7. Opposition/Defiance
- Aggression
  8. Physical Aggression
  9. Indirect Aggression
  10. Instrumental Aggressions/Dominance
  11. Reactive Aggression
- Psychopathy
  12. Cruelty to Animals (as a psychopathy proxy)

Number of Items
43

Response Categories
5-point Likert scale (from “never” to “very often”)

Item Examples
- “CHILD is worried.” (Anxiety)
- “CHILD fidgets.” (Hyperactivity)
- “CHILD steals at school.” (Non-Aggressive CD)
- “CHILD kicks, bites, hits other children.” (Physical Aggression)
- “CHILD will invite bystanders to join in a game.” (Prosociality)

Administration History
Waves 1.1, 1.2, 2.1, 2.2, 3.1
### Change in Social Behaviour *(Child-Level Measure)*

**Source/Developer**

z-proso Research Team

**Description**

A set of six items aimed at explicitly tracking change in selected types of the target child’s social behaviour since the previous wave.

**Measured Concepts/Subdimensions**

- Helping others
- Fairness and rule abidance
- Emotion recognition
- Conflict management
- Aggression against others

**Number of Items**

6

**Response Categories**

5-point Likert scale (from “worse” to “better”)

**Administration History**

Waves 1.1, 1.2, 2.1, 2.2, 3.1

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### Social Roles *(Child-Level Measure)*

**Source/Developer**

z-proso Research Team

**Description**

A brief assessment of the social roles of the target child in his/her class.

**Measured Concepts/Subdimensions**

- Popularity
- Bullying victimisation
- Rejection
- Domination

**Number of Items**

4

**Response Categories**

5-point Likert scale (from “very untrue” to “very true”)

**Administration History**

Waves 1.1, 1.2, 2.1, 3.1, 4.1

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### School Achievement *(Child-Level Measure)*

**Source/Developer**

z-proso Research Team

**Description**

A brief assessment of the target child’s school achievement as compared to the expected average achievement at his/her age.

**Measured Concepts/Subdimensions**

- Arithmetic
- Reading & verbal performance
- School Commitment

**Number of Items**

3

**Response Categories**

5-point Likert scale (from “worse” to “better than average”)

**Administration History**

Waves 1.1, 2.2, 3.1, 4.1
### Class Cohesion (Class-Level Measure)

<table>
<thead>
<tr>
<th>Source/Developer</th>
<th>z-proso Research Team</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>A brief assessment of class cohesion.</td>
</tr>
<tr>
<td>Number of Items</td>
<td>5</td>
</tr>
<tr>
<td>Response Categories</td>
<td>5-point Likert scale (from “very untrue” to “very true”)</td>
</tr>
<tr>
<td>Item Example</td>
<td>“The pupils in my class get well along with each other”</td>
</tr>
<tr>
<td>Administration</td>
<td>Waves 1.1, 1.2, 2.1, 2.2, 3.1, 4.1</td>
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</tbody>
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### Parental Commitment (Class-Level Measure)

<table>
<thead>
<tr>
<th>Source/Developer</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>A brief assessment of the teacher’s perception of the parents in his/her class.</td>
</tr>
<tr>
<td>Measured Concepts/Subdimensions</td>
<td></td>
</tr>
<tr>
<td>Parental commitment to school</td>
<td></td>
</tr>
<tr>
<td>Relationships among parents</td>
<td></td>
</tr>
<tr>
<td>Number of Items</td>
<td>5</td>
</tr>
<tr>
<td>Response Categories</td>
<td>5-point Likert scale (from “very untrue” to “very true”)</td>
</tr>
<tr>
<td>Item Example</td>
<td>“Parents in this class regularly attend parent-teacher meetings.”</td>
</tr>
<tr>
<td>Administration</td>
<td>Wave 1.1</td>
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### Problem Behaviour in the Schoolhouse (Class-Level Measure)

<table>
<thead>
<tr>
<th>Source/Developer</th>
<th>z-proso Research Team</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>A brief assessment of the teacher’s perception of levels of problem behaviours among pupils in his/her schoolhouse.</td>
</tr>
<tr>
<td>Measured Concepts/Subdimensions</td>
<td></td>
</tr>
<tr>
<td>Violation of school rules</td>
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<tr>
<td>Untidiness</td>
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<tr>
<td>Extortion</td>
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<tr>
<td>Verbal violence</td>
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<tr>
<td>Teasing</td>
<td></td>
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<tr>
<td>Physical violence</td>
<td></td>
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<tr>
<td>Vandalism</td>
<td></td>
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<tr>
<td>Number of Items</td>
<td>7</td>
</tr>
<tr>
<td>Response Categories</td>
<td>5-point Likert scale (from “not a problem” to “a very serious problem”)</td>
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<tr>
<td>Administration</td>
<td>Waves 1.1, 2.2, 3.1, 4.1</td>
</tr>
</tbody>
</table>
### Cooperation among Teachers *(Class-Level Measure)*

- **Source/Developer**: z-proso Research Team
- **Description**: A brief assessment of the teacher's perception of levels of cooperation among teachers in his/her school.
- **Number of Items**: 4
- **Response Categories**: 5-point Likert scale (from "not a problem" to "a very serious problem")
- **Item Example**: "There is a high degree of cohesion among teachers in this school."
- **Administration**: Waves 1.1, 2.2, 3.1

### Perception of zipps *(Class-Level Measure)*

- **Source/Developer**: z-proso Research Team
- **Description**: A brief assessment of the teacher's perception of the Zurich Intervention and Prevention Study in Schools (zipps)
- **Measured Concepts/Subdimensions**:
  - Overall project rating
  - Attitude toward the PATHS and violence prevention
  - Perception of the child interviews
- **Number of Items**: 9
- **Response Categories**: 5-point Likert scale (from "very untrue" to "very true")
- **Item Example**: "I have been sufficiently informed on the projects goals." (Project rating)
- **Administration**: Wave 1.1